Unit 16: Assessing Children's Development Support Needs – Case Studies

Case 1: Shajah

Shajah is eight months old and attends a nursery whilst her parents are at work. She is an only child. She can sit on her own and hold her head up and has started to try to turn over. When playing she looks at objects, shakes them, bangs them, and then drops them. She giggles when playing 'peek- a- boo'. She is eating solid foods and sleeps through most nights. She screams when approached by strangers and constantly babbles.

Case 2: Nimra

Nimra is four and has just started school. He is finding the transition to school difficult and is not mixing with the other children. He spends most of the day playing solitarily and does not communicate with the teaching assistant or teacher. He communicates at home and will say short sentences of two or three words. Nimra is unable to kick or catch a ball but will use slides and playground equipment. He plays with his younger sister, but she usually takes charge.

Case 3: Maryam

Maryam is seven. She can play more formal games at school and home and follows the rules. She loves to play in the playground and the local park. She can understand numbers, colours and symbols. She can give her address but not able to give directions. She likes stories and the children's films on television. Maryam tends to hit other children when she does not get her own way and can be aggressive. She also stamps her feet and disregards what adults tell her to do.